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Summary

There have been debates on two issues related to the process of improving educational quality. The first concerns the alternative models for the relationship between researchers and policymakers/practitioners in efforts to link research and policy/practice. The second involves arguments about merits of centralized, linear versus decentralized, iterative strategies for reforming education. In this chapter, we summarize the issues raised in these debates and then explore them using illustrations drawn from documentation research of a USAID-funded project, Improving Educational Quality (IEQ), which operated in Ghana, Guatemala and Mali during the years from 1992 to 1996.

Key words: Education, Improving Educational Quality, Ghana, Guatemala, Mali, Educational Reforms, Educational Policies, Educational Practices, Research.